

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5333** | **EDLD 5333 Leadership For Accountability** | **12** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | **Assignment 1** – In week 1, we looked at steps involved in conducting a comprehensive needs assessment as we navigated the Texas Education Agency (TEA) Web site to locate and analyze Adequate Yearly Progress (AYP) data for our own campus. We utilized our campus’ data to help us complete this week’s assignment. We utilized this data to develop a statement of our personal vision of leadership.  We took a close look at our campus’ AYP and then analyzed the number of students divided by ethnic subgroups that participated and met the standard in reading/ELA and math testing areas. We also took a close look at attendance rates and graduation rates. We analyzed increases and decreases in the various subgroups taking a close look at the economically disadvantaged groups. I think this assignment really gave me an opportunity to carefully analyze the campus’ need based areas and to focus on the various subgroups’ test results. On my internship plan focusing on Standard II, TF-II.A, Planning and Designing Learning Environment and Experiences, I decided to make this a focus on the upcoming in-service training. When working with the teachers during our in-service session we took a careful look at our district policies on re-teach and re-testing. We feel that this will give our students a better opportunity to really focus on the objectives that they are missing and take a second chance to expand on the lesson objectives. I worked closed with the director of Instructional Technology to create technology in-service modules that would address these needs. This new information gave me a basis to develop the in-service technology training modules that could benefit teachers and co-workers and help them address the needs of the campus.  We took a close look at our campus’ vision and mission statements. After looking at our campus’ vision, I found that through the CEIC group, working closed with the teachers, administration and staff that a vision is an ideal plan prepared together with school leaders, staff, students, and community representatives working collaboratively to guide and assist in the process of learning. A “collective vision helps focus attention on what is important, motivates staff and students, and increases the sense of shared responsibility for student learning” (Peterson, K. 1995, p. 1). Schools can be complicated places, but with a clear direction there can be goals set to provide a clear image of what can be accomplished. A vision is “deeply embedded in values, hopes, and dreams” (Peterson, K. 1995, p. 2). A school mission statement is more detailed and precise, but a vision goes deeper with a focus on modifications, development, and progress to make the school a better place for successful learning. With this new knowledge and information, I was able to develop personal vision of leadership and to create my own personal vision of leadership. My personal vision leadership is one that ensures every student and staff member a safe and comfortable environment to learn in with collaborative, encouraging, and positive educational opportunities for continuous growth and support embracing values, good character along with supporting one another’s efforts to successfully achieve success. Through this critical reflection and utilizing the assignment I was able to gain insight into our campus’ needs for our at-risk students, utilize the technology in-service to assist other teachers in methods to re-teach and retest to assist these students and develop a leadership vision that can assist me in my future goals on our campus.  Peterson, K. (1995). Critical Issue: Building a Collective Vision. Retrieved May 24, 2011 from *North Central Regional Education Laboratory*, *Learning Point Associates* <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm>. |